

Tomoka Elementary School



2014-15 School Improvement Plan

Tomoka Elementary School

999 OLD TOMOKA RD, Ormond Beach, FL 32174

<http://myvolusiaschools.org/school/tomoka/pages/default.aspx>

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

50%

Alternative/ESE Center

No

Charter School

No

Minority

30%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to help ALL students perform at the highest level of their abilities.

Provide the school's vision statement

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers engage students in a variety of "first week" activities to build relationships between teacher and student and student to student. Meet the Teacher, Open House, conferences, lunch with the teacher/principal, school clubs, community/school functions, Student Council and mentoring are critical components in establishing and maintaining positive relationships between teachers and students at Tomoka. Specific Kagan strategies are used to provide ongoing relationship building/maintenance throughout the year.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Teachers and administrators follow an established written schedule of before and after school supervision (buildings, bus, parent drop-off and pick-up). Safety Patrols receive training and support the staff supervision on the campus. Students engage in programs such as Positive Action and anti-bullying. Students are recognized for creating a caring community through Top Brave Awards. Students have access to teachers and administrators throughout the school day to express any concerns (campus, classroom, cafeteria). Teachers, administrators and staff serve as role models. The school counselor conducts guidance groups based upon the needs of the students and provides class guidance lessons. Literature selections focus on respect and responsibility.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Protocols for discipline are addressed in faculty meetings and in the staff handbook. Each teacher is responsible for reviewing the Code of Student Conduct with his/her students. Tomoka has clear behavioral expectations that are reviewed regularly throughout the school year. Student misconduct is handled in a timely manner. The Problem Solving Team supports teachers and behavioral interventions. Instructional time is a priority and protected by the principal which is evidenced by the school infrastructure regarding non-essential announcements, minimal interruptions to the instructional day and daily schedules (special area schedule, lunch schedule and the Tomoka daily teacher planner),

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Tomoka offers the following non-violence and anti-drug programs:
D.A.R.E.

Mentoring
Anti-Bullying Program
Positive Action
Second Step
Red Ribbon Week Activities

The guidance counselor meets with groups based upon students' social/emotional needs. A formal mentoring program is in effect on the campus. Students are monitored for behavioral and social-emotional issues through the electronic report card. The school is able to disaggregate data to determine if individual students, classrooms, teachers, grade levels or the school would benefit from targeted interventions to address specific behavioral and social emotional areas. Student services personnel provide evidence based supports to students identified through the screening measure. Students receive regular recognition and support: Top Brave, Citizen of the Week, Terrific Kid, Honor Roll, Bringing Up Grades, Straight A, attendance awards and classroom awards.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The school works at building positive relationships with families through various activities and programs:

Dads and Grandads

Mentoring Program

Volunteers

Parent Education: Kindergarten Parent Curriculum Night, Kindergarten Orientation

Open House

Parent Conferences

Fall Festival

Tomoka 5K

Walk-A-Thon

Tomoka Mile

Homeroom Parent organization

PTA

Field Day

Family Science Night

New to Family to Tomoka Breakfast

Teacher communication to parents regarding grading system

SAC

Spooky Story Night

Grandparents' Day

PTA Website, Twitter and Facebook

Family Nights: Book Fair, Science Fair, Social Studies Fair, Science Night

School-Home communications keep parents informed regarding school events, classroom curriculum,

classroom activities and student progress: Weekly Connect Ed phone message, Smoke Signals newsletter, weekly teacher communication, teacher blogs and websites, Interim Reports, Report Cards, daily /weekly progress notes, phone calls, Pinnacle Gradebook, parent conferences, PTA website, flyers, SAC and school marquee.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnership with the local community through various methods and activities:

Business Partnerships, Boy Scouts and Girl Scouts, Fall Festival, Art Shows, Musical Shows, Grandparents Day, Field Trips, Guest Speakers, Career Day, Vehicle Day, FFEA reach-out activities, Adopt a Grandparent, volunteers, Dads and Granddads and field trips,

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Johnson, Julie	Principal
Iannarelli, Heather	Assistant Principal
Bell, Josie	Teacher, K-12
Fox, Sue	Teacher, K-12
Kennedy, Elizabeth	Teacher, ESE
Martens, Megan	Teacher, K-12
McAndrew, Amber	Teacher, ESE
Sherwin, Monica	Teacher, ESE
Smith, Lucille	Teacher, K-12
Wing, Erma	Teacher, K-12
Lambert, Tracy	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based leadership team identifies school based needs and resources (both materials and personnel) to determine how to best support students and teachers. Team members represent content areas and intermediate and primary grades and include members trained in Common Core implementation. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, EWS and Professional Learning Communities). Teacher feedback, classroom observations and student performance data are considered in order to determine priorities and functions of other existing teams. As the school's primary instructional leader, the principal communicates a vision for student achievement and guides

the team's work. Each member of the instructional leadership team serves as the liaison between leadership and their grade level team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Personnel: The school has a leadership team consisting of the principal, assistant principal and teachers. This leadership team reviews student progress data, develops intervention and remediation strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with all teachers to ensure student learning.

Instructional resources: Include professional development developed and provided by our district and our school's leadership team. Leadership members participate in PLC meetings to collaborate on curriculum planning and instructional strategy implementation. Our district and our school are both committed to meeting the needs of our students and maximizing our students' achievement.

Curricular: Teachers will implement the new Florida Standards this year. They will be supported by our district. All teachers have the support of our instructional leadership team.

Methodology for coordinating and supplementing funds: Federal and state funds (Title I, Title II, SAI, and FEFP) are allocated to schools by the district according to student need as demonstrated by poverty level and student achievement performance. District and school leadership teams work together to coordinate and integrate federal, state, and local funds, services and programs for the benefit of students. School Improvement funds are awarded to the school based on a per pupil funding formula and distributed via the School Advisory Council through a voting process.

School leadership meets 2-3 times a month and SAC meets once a month.

Problem solving activities: The School Improvement Plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. The plan is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The School Improvement Plan is based on a strategic analysis of data and identified resources (as identified by the leadership team) and are matched to the needs of the students/school.

School Improvement funds will be used for providing teachers extended before/after school time to meet in PLCs for planning and data analysis, as well as professional development opportunities,

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lucy Smith (Chair)	Teacher
Jeremy Buckmaster	Parent
Nicole Gillespie	Parent
Gordan Hinkley	Parent
Shanan Mazelow	Parent
Ryan Ochipa	Business/Community
Kim Sander	Teacher
Harun Thomas	Parent
Trista VanAmburg	Education Support Employee
Julie Johnson	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met on a Saturday to engage in Step Zero. Our school leadership team then shared the results with the faculty as well as the School Advisory Council.

Development of this school improvement plan

The SAC reviews and assists with monitoring school wide data and provide input on priorities, goals and strategies.

Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending and progress indicators are shared at monthly SAC meetings.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to support of school improvement goals. Each request is evaluated by the SAC and voted upon for approval.

2014

-FAEA Conference registration and substitute (1 teacher) \$335

-FAHPERD (2 Teachers) \$240

-Common Core Conference (1 teacher) \$230

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Johnson, Julie	Principal
Iannarelli, Heather	Assistant Principal
Bell, Josie	Teacher, K-12
Fox, Sue	Teacher, K-12
Kennedy, Elizabeth	Teacher, ESE
Lambert, Tracy	Teacher, K-12
Martens, Megan	Teacher, K-12
McAndrew, Amber	Teacher, ESE
Sherwin, Monica	Teacher, ESE
Smith, Lucille	Teacher, K-12
Wing, Erma	Teacher, K-12
Hall, Michelle	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT are analyzing student performance data, communicating the school wide focus, professional development and Florida Standards implementation. The main focus is to support reading and writing in every classroom. The team serves as the media advisory board guiding the purchase of books (e and print), promoting literacy throughout the school and leading the integration of technology into the reading program.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Common planning, Professional Learning Communities and Lesson Study are practices to help build positive collaborative relationships on our campus among teachers.

A variety of strategies are used to encourage positive working relationships between teachers at Tomoka Elementary. Teachers engage in bi-monthly PLC's to focus on collaborative planning and standards-based

instruction. A leadership team representative attends and supports the PLC's. Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. Formative assessment data is reviewed and instruction adjusted accordingly. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practice. PLC agendas and minutes are distributed on the Tomoka shared drive.

Faculty meetings are held monthly, and professional development activities are held on selected Wednesdays. In addition, grade level teams focus on a specific, instructional strategy during the Deliberate Practice process. They work together to practice and refine this instructional strategy. Tomoka Elementary supports new teachers through the Mentor/Mentee program. Mentees receive support from a veteran teacher through this program.

The Tomoka Lesson Study Team is partnering with FSU this year.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We employ strategies to recruit and retain highly qualified, certified effective teachers:
New Teacher Programs: District E3, Individualized PD, mentors & peer classroom visits
Leadership Opportunities
PLC Collaboration
Celebrations/teacher recognition
Professional Development
Network with community and district organizations
Participation in District Job Fair and Recruitment Activities: (Principal and Assistant Principal)

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All new/beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. In addition, school based veteran teachers within each PLC provide mentoring for any new/beginning teachers in that PLC. Identified teachers are mentored by effective teachers with support from administrators. Mentoring support includes lesson collaboration, grade level meeting support, assistance with data analysis, support with parent conferences, and providing an awareness of school/district organizations and cultures.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district elementary curriculum maps ensure that the materials and instructional programs are aligned to the Florida Standards. PLC's create formative and summative assessments to monitor student progress. School leaders and teachers engage professional development regarding the implementation of the curriculum maps.

INSPIRE participants ensure teams are kept informed regarding programs and instruction. District assigned instructional TOA's serve as the curricular liaison between the school and district.

Administrative walk-throughs

provide input into curriculum alignment. Exemplary teachers are identified for classroom visits.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers participate in bi-weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers create targeted instruction lessons during PLCs. Additionally, grade level meetings during common planning are held to review student data and address specific academic and behavioral concerns across content areas. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 5,280

Students identified as not meeting success on the third grade reading FCAT are eligible to attend a District summer reading program that focuses on improving reading comprehension skills.

Strategy Rationale

A reading focused summer program helps struggling students meet necessary standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Johnson, Julie , jgjohnso@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Reading portfolio data and/or SAT10 reading comprehension results are analyzed to determine progress towards standards and subsequent interventions.

Strategy: After School Program

Minutes added to school year: 9,480

Identified students receive additional reading instruction (tutoring)

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation of core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Johnson, Julie , jgjohnso@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students as well as the effectiveness of the strategy as a whole.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective

transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families. In addition, incoming parents of kindergarteners are invited to kindergarten orientation (Spring), Meet the Teacher (August) and Kindergarten Parent Night (September). Kindergarten students participate in a "staggered start" at the beginning of each school year. Fifth grade students and families participate in middle school orientation activities in the spring and late summer.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. All teachers will implement effective instruction aligned to the Florida Standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All teachers will implement effective instruction aligned to the Florida Standards. 1a

G039476

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	65.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	45.0
FSA - Mathematics - Proficiency Rate	83.0

Resources Available to Support the Goal 2

- Newly designed curriculum maps that reflect the new Florida Standards
- Availability of instructional materials
- Disaggregated data is readily available to identify those students in subgroups and lowest quartile
- Lesson plans reflect specific learning targets
- Expertise of faculty
- Increased professional development and use of technology
- Common planning times
- Flexible scheduling
- District developed PD regarding Gradual Release Model and Differentiation

Targeted Barriers to Achieving the Goal 3

- During team collaboration time, there is minimal clear purpose and engagement
- The new Florida Standards and accompanying curriculum maps require further study and pose challenges regarding instructional planning and assessment.
- The varied academic needs of our students pose instructional challenges

Plan to Monitor Progress Toward G1. 8

Assessment data, PLC minutes and lesson plans will be monitored for alignment to the Florida Standards.

Person Responsible

Julie Johnson

Schedule

Quarterly, from 9/18/2014 to 5/28/2015

Evidence of Completion

Assessment scores: VLT, common summatives, observation data, PLC minutes with recorded purpose and action taken.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. All teachers will implement effective instruction aligned to the Florida Standards. **1**

 G039476

G1.B9 During team collaboration time, there is minimal clear purpose and engagement **2**

 B107717

G1.B9.S1 Increase the effectiveness of collaborative team meetings by providing the focus of the meeting in advance of the meeting. **4**

 S119187

Strategy Rationale

When teachers attend a meeting prepared for the discussion, the meeting is more effective.

Action Step 1 **5**

Collaborative team meetings (PLC) will have a predetermined agenda focusing on a specific purpose.

Person Responsible

Julie Johnson

Schedule

Biweekly, from 9/18/2014 to 5/28/2015

Evidence of Completion

Agendas and PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

Review agenda and PLC minutes; participate in collaborative team meetings.

Person Responsible

Julie Johnson

Schedule

Monthly, from 9/18/2014 to 5/28/2015

Evidence of Completion

Agendas and PLC minutes.

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

Review agendas and PLC minutes, obtain feedback from team members.

Person Responsible

Julie Johnson


Schedule

Monthly, from 9/18/2014 to 5/28/2015

Evidence of Completion

Agendas, PLC minutes, observations.

G1.B9.S2 Increase the effectiveness of collaborative team meetings by ensuring the required discussion takes place. **4**

 S139573

Strategy Rationale

Purposeful meetings are more effective.

Action Step 1 **5**

Recorded PLC minutes will reflect responsibilities, roles, discussions, and actions taken. Minutes will be posted on the shared drive.

Person Responsible

Julie Johnson

Schedule

Biweekly, from 9/18/2014 to 5/28/2015

Evidence of Completion

PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B9.S2 **6**

Review PLC minutes; participate in collaborative team meetings

Person Responsible

Julie Johnson

Schedule

Monthly, from 9/18/2014 to 5/28/2015

Evidence of Completion

PLC minutes

Plan to Monitor Effectiveness of Implementation of G1.B9.S2 7

Review PLC minutes, obtain feedback from team members

Person Responsible

Julie Johnson


Schedule

Monthly, from 9/18/2014 to 5/28/2015


Evidence of Completion

PLC minutes

G1.B10 The new Florida Standards and accompanying curriculum maps require further study and pose challenges regarding instructional planning and assessment. 2

 B107718

G1.B10.S1 Align English language arts and mathematics lessons to the Florida Standards. 4

 S119189

Strategy Rationale

Instruction in every classroom should be aligned to the Florida Standards.

Action Step 1 5

Collaborative teams will develop lessons aligned with the standards.

Person Responsible

Julie Johnson

Schedule

Biweekly, from 9/15/2014 to 5/28/2015

Evidence of Completion

Lessons

Action Step 2 5

Teachers will communicate the learning target reflected in the lesson,

Person Responsible

Julie Johnson

Schedule

Daily, from 9/22/2014 to 5/28/2015

Evidence of Completion

Observation.

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Review lesson plans and assessments and observe the listed target.

Person Responsible

Julie Johnson

Schedule

Quarterly, from 9/18/2014 to 5/28/2015

Evidence of Completion

Lesson plans, walk-throughs and observation.

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Lesson plans and assessments will be reviewed for alignment to the Florida Standards. Hold conversations with teachers and students to demonstrate understanding of the targets.

Person Responsible

Julie Johnson


Schedule

Quarterly, from 9/22/2014 to 5/28/2015

Evidence of Completion

Lesson plans, assessments and conversation with teachers and students.

G1.B10.S2 Align English language arts and mathematics assessments to the Florida Standards. 4

 S139618

Strategy Rationale

Assessments should measure the Florida Standards.

Action Step 1 5

Collaborative teams will develop/identify shared assessments aligned to the Florida Standards.

Person Responsible

Julie Johnson

Schedule

Biweekly, from 9/15/2014 to 5/7/2015

Evidence of Completion

Assessments, Pinnacle Gradebook

Plan to Monitor Fidelity of Implementation of G1.B10.S2 6

Review assessments.

Person Responsible

Julie Johnson

Schedule

Monthly, from 9/18/2014 to 5/28/2015

Evidence of Completion

Assessments, Pinnacle Gradebook

Plan to Monitor Effectiveness of Implementation of G1.B10.S2 7

Assessments will be monitored for alignment to the Florida Standards

Person Responsible

Julie Johnson


Schedule

Monthly, from 9/22/2014 to 5/28/2015


Evidence of Completion

Assessments: VLT and common summatives

G1.B11 The varied academic needs of our students pose instructional challenges **2**

 B107719

G1.B11.S1 Engage in differentiated instruction professional development and implement strategies into daily teaching. **4**

 S119190

Strategy Rationale

Providing differentiated instruction will increase student achievement.

Action Step 1 **5**

Ensure teachers engage in differentiated instruction professional development.

Person Responsible

Julie Johnson

Schedule

Monthly, from 9/3/2014 to 4/8/2015

Evidence of Completion

Sign in sheets

Action Step 2 **5**

Teachers will deliver differentiated instruction.

Person Responsible

Julie Johnson

Schedule

Daily, from 9/22/2014 to 5/28/2015

Evidence of Completion

Observation of instructional groupings.

Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

Review sign-in sheets regarding participation in professional development.
Conduct walk throughs, review lesson plans, data logs and PLC minutes.

Person Responsible

Julie Johnson

Schedule

Monthly, from 9/3/2014 to 5/8/2015

Evidence of Completion

Sign-in sheets, lesson plans, data logs/grouping, PLC minute forms

Plan to Monitor Effectiveness of Implementation of G1.B11.S1 7

Observations
Review interims, report cards, data logs, assessments

Person Responsible

Julie Johnson

Schedule

Monthly, from 9/29/2014 to 5/28/2015

Evidence of Completion

Assessment scores: VLT, ELA, formatives, summatives Observation data, PLC recorded purpose and action taken

G1.B11.S2 Monitor student progress in English language arts. 4

S126106

Strategy Rationale

Closely monitoring student progress will allow teachers to adjust instruction accordingly.

Action Step 1 5

Teachers will monitor student progress using using common summative assessments.

Person Responsible

Julie Johnson

Schedule

Monthly, from 9/22/2014 to 5/8/2015

Evidence of Completion

Summative assessment scores and PLC minutes.

Action Step 2 5

Teachers will analyze data at collaborative team meetings.

Person Responsible

Julie Johnson

Schedule

Monthly, from 9/22/2014 to 5/8/2015

Evidence of Completion

Assessment scores and PLC minutes.

Plan to Monitor Fidelity of Implementation of G1.B11.S2 6

Record assessment information.

Person Responsible

Julie Johnson

Schedule

Monthly, from 9/22/2014 to 5/8/2015

Evidence of Completion

PLC minutes and data logs.

Plan to Monitor Effectiveness of Implementation of G1.B11.S2 7

Review the student scores.

Person Responsible

Julie Johnson

Schedule

Monthly, from 9/22/2014 to 5/8/2015

Evidence of Completion

Student assessment data.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B9.S1.A1	Collaborative team meetings (PLC) will have a predetermined agenda focusing on a specific purpose.	Johnson, Julie	9/18/2014	Agendas and PLC minutes	5/28/2015 biweekly
G1.B10.S1.A1	Collaborative teams will develop lessons aligned with the standards.	Johnson, Julie	9/15/2014	Lessons	5/28/2015 biweekly
G1.B11.S1.A1	Ensure teachers engage in differentiated instruction professional development.	Johnson, Julie	9/3/2014	Sign in sheets	4/8/2015 monthly
G1.B11.S2.A1	Teachers will monitor student progress using using common summative assessments.	Johnson, Julie	9/22/2014	Summative assessment scores and PLC minutes.	5/8/2015 monthly
G1.B9.S2.A1	Recorded PLC minutes will reflect responsibilities, roles, discussions, and actions taken. Minutes will be posted on the shared drive.	Johnson, Julie	9/18/2014	PLC minutes	5/28/2015 biweekly
G1.B10.S2.A1	Collaborative teams will develop/identify shared assessments aligned to the Florida Standards.	Johnson, Julie	9/15/2014	Assessments, Pinnacle Gradebook	5/7/2015 biweekly
G1.B10.S1.A2	Teachers will communicate the learning target reflected in the lesson,	Johnson, Julie	9/22/2014	Observation.	5/28/2015 daily
G1.B11.S1.A2	Teachers will deliver differentiated instruction.	Johnson, Julie	9/22/2014	Observation of instructional groupings.	5/28/2015 daily
G1.B11.S2.A2	Teachers will analyze data at collaborative team meetings.	Johnson, Julie	9/22/2014	Assessment scores and PLC minutes.	5/8/2015 monthly
G1.MA1	Assessment data, PLC minutes and lesson plans will be monitored for alignment to the Florida Standards.	Johnson, Julie	9/18/2014	Assessment scores: VLT, common summatives, observation data, PLC minutes with recorded purpose and action taken.	5/28/2015 quarterly
G1.B9.S1.MA1	Review agendas and PLC minutes, obtain feedback from team members.	Johnson, Julie	9/18/2014	Agendas, PLC minutes, observations.	5/28/2015 monthly
G1.B9.S1.MA1	Review agenda and PLC minutes; participate in collaborative team meetings.	Johnson, Julie	9/18/2014	Agendas and PLC minutes.	5/28/2015 monthly
G1.B10.S1.MA1	Lesson plans and assessments will be reviewed for alignment to the Florida Standards. Hold conversations with	Johnson, Julie	9/22/2014	Lesson plans, assessments and conversation with teachers and students.	5/28/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	teachers and students to demonstrate understanding of the targets.				
G1.B10.S1.MA1	Review lesson plans and assessments and observe the listed target.	Johnson, Julie	9/18/2014	Lesson plans, walk-throughs and observation.	5/28/2015 quarterly
G1.B11.S1.MA1	Observations Review interims, report cards, data logs, assessments	Johnson, Julie	9/29/2014	Assessment scores: VLT, ELA, formatives, summatives Observation data, PLC recorded purpose and action taken	5/28/2015 monthly
G1.B11.S1.MA1	Review sign-in sheets regarding participation in professional development. Conduct walk throughs, review lesson plans, data logs and PLC minutes.	Johnson, Julie	9/3/2014	Sign-in sheets, lesson plans, data logs/ grouping, PLC minute forms	5/8/2015 monthly
G1.B11.S2.MA1	Review the student scores.	Johnson, Julie	9/22/2014	Student assessment data.	5/8/2015 monthly
G1.B11.S2.MA1	Record assessment information.	Johnson, Julie	9/22/2014	PLC minutes and data logs.	5/8/2015 monthly
G1.B9.S2.MA1	Review PLC minutes, obtain feedback from team members	Johnson, Julie	9/18/2014	PLC minutes	5/28/2015 monthly
G1.B9.S2.MA1	Review PLC minutes; participate in collaborative team meetings	Johnson, Julie	9/18/2014	PLC minutes	5/28/2015 monthly
G1.B10.S2.MA1	Assessments will be monitored for alignment to the Florida Standards	Johnson, Julie	9/22/2014	Assessments: VLT and common summatives	5/28/2015 monthly
G1.B10.S2.MA1	Review assessments.	Johnson, Julie	9/18/2014	Assessments, Pinnacle Gradebook	5/28/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All teachers will implement effective instruction aligned to the Florida Standards.

G1.B10 The new Florida Standards and accompanying curriculum maps require further study and pose challenges regarding instructional planning and assessment.

G1.B10.S1 Align English language arts and mathematics lessons to the Florida Standards.

PD Opportunity 1

Collaborative teams will develop lessons aligned with the standards.

Facilitator

Anita Watson, District Writing Support Teacher

Participants

Teachers of grades 3,4,5

Schedule

Biweekly, from 9/15/2014 to 5/28/2015

G1.B11 The varied academic needs of our students pose instructional challenges

G1.B11.S1 Engage in differentiated instruction professional development and implement strategies into daily teaching.

PD Opportunity 1

Ensure teachers engage in differentiated instruction professional development.

Facilitator

Leadership Team and District

Participants

All teachers

Schedule

Monthly, from 9/3/2014 to 4/8/2015

Budget Rollup

Summary	
Description	Total
Goal 1: All teachers will implement effective instruction aligned to the Florida Standards.	2,744
Grand Total	2,744

Goal 1: All teachers will implement effective instruction aligned to the Florida Standards.		
Description	Source	Total
B10.S1.A1 - Funds will be used to pay for teacher substitutes and required manuals for the PD Responding to Literature.	School Improvement Funds	2,744
Total Goal 1		2,744